

EWU Programmatic SLO Assessment

AY 2014-15 and “Closing the Loop” for AY 2013-14

Introduction:

Assessment of student learning is an important and integrated part of faculty and programs. As part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program and *each* certificate for *at least one* Student Learning Outcome (SLO) this year. To comply with accreditation standards, the programs must also demonstrate efforts to “close the loop” in improving student learning and/or the learning environment. Thus, this template has been revised into two parts.

Resources:

Check this site for sample reports (created with the previous year’s template) by EWU programs and other assessment resources: <http://access.ewu.edu/graduate-education/academic-planning/faculty-support/student-learning-assessment/sample-program-slo-assessment-reports>

Additional resources and support are available to:

- 1) Determine whether students can do, know or value program goals upon graduation and to what extent;
- 2) Determine students’ progress through the program, while locating potential bottlenecks, curricular redundancies, and more; and
- 3) Embed assessments in sequenced and meaningful ways that save time.

Contact Dr. Helen Bergland for assistance with assessment in support of student learning and pedagogical approaches: hberglan@ewu.edu or 509.359.4305.

Use this template to report on your program assessment. **Reports are due to your Dean and to Dr. Helen Bergland (hberglan@ewu.edu), Office of Academic Planning, by Nov. 2, 2015.** (Some Deans have elected to move the deadline up.

Degree/Certificate:

Major/Option: BAE in Biology

Submitted by: Heather McKean

Date: 10/20/2015

Part I – Program SLO Assessment Report for 2014-15

Part I – for the 2014-15 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome: *Create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning.***

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.
 SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 SLO is met, but with changes forthcoming;
 SLO is met without change required

3. **Strategies and methods: *All students enrolled in our program passed the Education Program Assessment (EdTPA) except for 2 who resubmitted paperwork and eventually passed. This repeats equated to 7% of students taking the EdTPA.***

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
 - a. Findings: *I met with the Education Committee regarding one of the students who had to do further student teaching. After the formal interview with the student as well as a follow up informal interview, I believe the student just did not take the EDTPA seriously during his original student teaching experience. Also it is noteworthy that the cut score required for passing will increase over the next 3 years and so students need to do even a better job. If the proposed cut score for 3 years from now were currently implemented, a projected 15% of students would not have passed.*

 - b. Analysis of findings: *I think that since these were the first students to not pass this exam, that the word will get out, that student teachers need to take this very*

seriously. I believe our program is providing the opportunity for student teachers to be successful. The education courses are providing opportunities for students to practice writing components of the EdTPA. The Dpt. of Biology has little involvement in this aspect of the program.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). ***I will speak to advisees that they need to work hard to complete the EdTPA. I am sure that the Education Department is also working harder to ensure that students pass.***
- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. ***All BAE students will be advised about the EdTPA.***

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. ***None***

SLO II

1. Student Learning Outcome II: **Organize a safe and effective learning environment**

2. Overall evaluation of progress on outcome:

 SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

 SLO is met, but with changes forthcoming;

 X SLO met without change required

3. Strategies and methods: **Students are assessed for this SLO through the Department of Chemistry during their course CHEM 390. All BAE in Biology students have to attend a session on laboratory safety and sit for the exam whether they are enrolled in Chemistry 390 or not. Students must retake the exam until they pass minimally at 70%. This course includes updates on OASHA regulations. Other considerations such as care and use of animals in the classroom is provided when students participate in teaching our laboratories. It is assessed through on line training module for animal care and use that students have to pass.**

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

Findings: **100% passed the chemistry safety exam.**

Analysis of findings: **Met objective.**

5. What program changes will be made based on the assessment results?

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). **None.**

b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. **None.**

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. **We are reliant on the expertise of the chemists to assess laboratory safety, which mostly includes chemical storage and use.**

SLO III:

1. 1. Student Learning Outcome II: ***Interrelate and interpret important concepts, ideas and application in the field of biology; and conduct scientific investigations.***

2. Overall evaluation of progress on outcome:

___ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

___ SLO is met, but with changes forthcoming;

X SLO met without change required

3. Strategies and methods: **Students are assessed through out their program in each of their courses and must minimally achieve a 2.0 in any of their courses. Students must also pass an external evaluation on the WEST-E Biology Exam where 4 domains are assessed.**

4. Observations gathered from data: Include findings and analyses based on the strategies and methods identified in item #3.

a. Findings: **9/11 or 82% passed West E Biology Exam first time (one student retook and passed while the other person did not retake yet so our total of passing is 91%; I believe the later student has left the program).**

b. Analysis of findings: **Met objective.**

5. What program changes will be made based on the assessment results?

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). **None planned.**

6. What program changes will be made based on the assessment results?

- a) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. **None warranted.**
- b) Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. **None needed**

SLOIV

Student Learning Outcome IV: **Develop strategies for teaching that organic evolution is a unifying theme.**

1. **Overall evaluation of progress on outcome:**

- SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
- SLO is met, but with changes forthcoming;
- SLO met without change required

2. Strategies and methods: **The Department of Biology's curriculum is particularly strong in giving students ample opportunities to understand this major principle of biology.**

Therefore it is discussed regularly in every biology course. However special emphasis is given in the introductory course, BIOL172 Biology II and then in the senior course, Biol423, Evolution and Systematics. Not only must students pass both classes with a 2.0 or better but they are further assessed when they take the West E exam. There is a specific domain reported on evolution and genetics. Finally, students in BIOL390 analyze misconceptions held by K-12 students and look at curriculum to overcome these misconceptions.

3. Observations gathered from data: Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings: **100% passed with much higher than 2.0 in Biol172 and Biol423. All students passed the Biol390 assessment on evolution with 80% or better performance. All students passed the West E Biology exam including specifically passing the domain in evolution and genetics.**
- b. Analysis of findings: **Met objective.**

4. What program changes will be made based on the assessment results?

a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). **None planned.**

b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. **None warranted.**

5. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. **None needed.**
6. What program changes will be made based on the assessment results?
 - a) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. **None warranted.**
 - b) Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. **None needed**

SLO-V

Student Learning Outcome V: **Construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social and personal development.**

1. **Overall evaluation of progress on outcome:**
 - SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;
 - SLO is met, but with changes forthcoming;
 - SLO met without change required
2. **Strategies and methods: The State of Washington adopted the Next Generation Science Standards as their core standards last year. Though they will not be fully implemented until a national assessment has been developed, piloted and implemented, school districts are aligning their learning targets developed under the Washington Science Standards (Essential Academic Learning Requirements) with the new standards. We are being proactive by having students develop assessments that concurrently meet both sets of standards. Also students are providing assessments for the EdTPA that include both standards. Though we anticipate that the new National Science Assessment may be different than the state exam (End of Course – given when student complete a year of high school biology), we are having students develop as summative assessments, questions that look like district end of unit exams modeled after the state’s Powerful Classroom Assessments (PCAs). For training on diagnostic assessments, we have them model writing diagnostic probes similar to those advocated by the National Science Teachers Association (NSTA) Students develop three kinds of assessment: diagnostic, formative and summative.**
3. **Observations gathered from data: Include findings and analyses based on the strategies and methods identified in item #3.**
 - a. Findings: See data below.

	Diagnostic Assessment	Formative Assessment	Summative Assessment
Student Average	89%	87%	80%

b. Analysis of findings: **Met objective.**

4. What program changes will be made based on the assessment results?
5. What program changes will be made based on the assessment results?
 - a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). **None planned.**
 - b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. **None warranted.**
6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. **None needed.**
7. What program changes will be made based on the assessment results?
 - a) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. **None warranted.**
 - b) Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. **None needed.**

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2013-14
We assessed all of the same SLOs as in 2014-2015

2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.
No changes were warranted in our program.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.
No changes made.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis? **NONE**

Definitions:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Overall evaluation of progress on outcome:** This checklist informs the reader whether or not the SLO has been met, and if met, to what level.
3. **Strategies and methods used to gather student performance data,** including assessment instruments used, and a description of how and when the assessments were conducted. Examples of strategies/methods: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional information could describe the use of rubrics, etc. as part of the assessment process.
4. **Observations gathered from data:** This section includes findings and analyses based on the above strategies and methods, and provides data to substantiate the distinction made in #2. For that reason this section has been divided into parts (a) and (b) to provide space for both the findings and the analysis of findings.
5. **Program changes based on the assessment results:** This section is where the program lists plans to improve student learning, based on assessment findings, and provides a broad timeline of how and when identified changes will be addressed in the upcoming year. Programs often find assessment is part of an ongoing process of continual improvement.
6. **Description of revisions to the assessment process the results suggest are needed.** Evaluation of the assessment plan and process itself: what worked in the assessment planning and process, what did not, and why.

Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program

Improvement” (2001). Retrieved from
http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf